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ABSTRACT

This report from the West Atlanta (Georgia) Elementary School provides information on student achievement for the 1986-87 school year. The school serves students in kindergarten through grade 7 and the Program for Exceptional Children, and receives support from the Chapter 1 program. The narrative presents 26 findings concerning enrollment, attendance, reading achievement, and math achievement. Conclusions and recommendations generated from these findings are the following: (1) 62 percent of the third grade class met promotion requirements at the first exam; (2) the performance of students on achievement indicators was sufficient to allow for the promotion of 81 percent schoolwide; (3) the performance of all students was above the national norm; and (4) attention must be focused on those grade levels with a high rate of retention. Statistics and test scores are presented in 17 tables. (VM)

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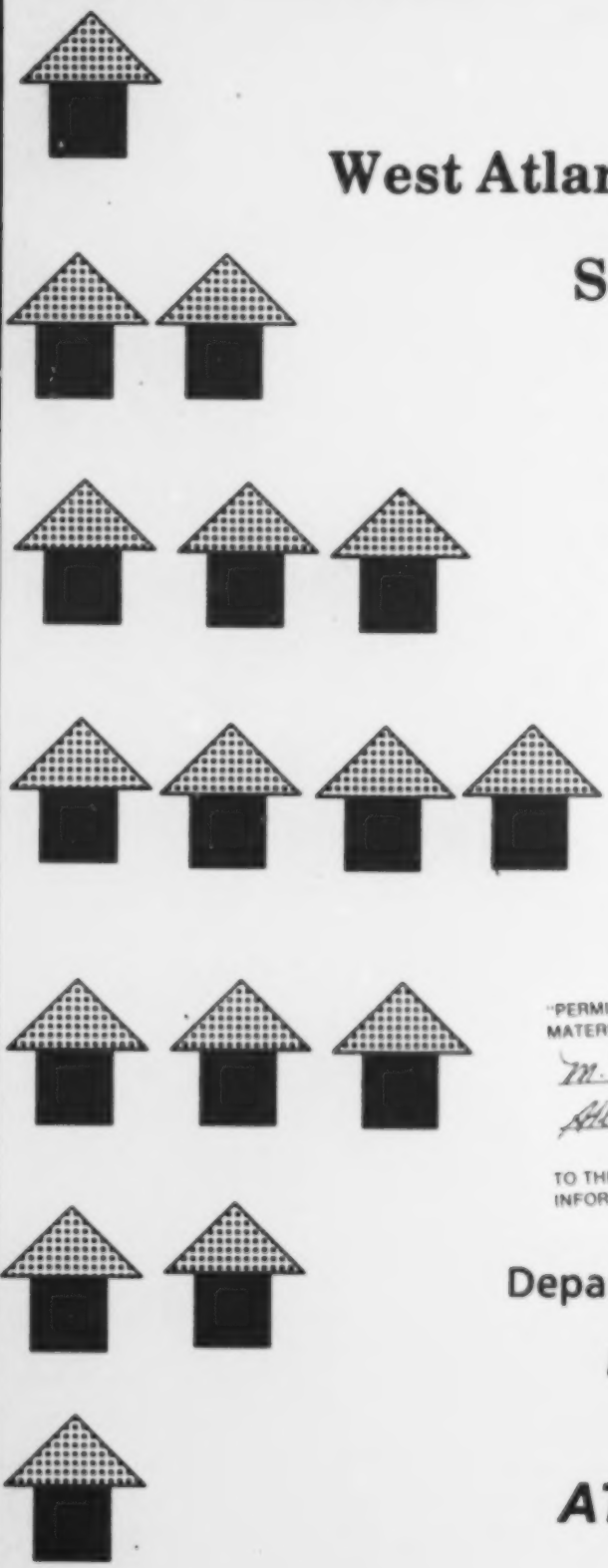

West Atlanta Elementary School

School Report

1986-87

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Department of Research and Evaluation

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ATLANTA PUBLIC SCHOOLS

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WEST ATLANTA ELEMENTARY SCHOOL
1986-87 SCHOOL REPORT
(Emma Popwell, Research Assistant)

The School Report is designed to provide information about the school's achievement primarily in reading and mathematics based on objective data. The report is not intended to represent all of the activities and accomplishments for the school year. Information is presented in two forms — a narrative analysis followed by accompanying data sheets.

FINDINGS

General Descriptive Characteristics

1. West Atlanta School served 310 students in kindergarten through grade 7 and the Program for Exceptional Children. Support services were provided by Chapter I compensatory education and the Writing-To-Read lab.

2. Through the Adopt-a-School Program, community resources continued to provide student and staff support services. Creative efforts were directed toward student discipline, involvement of parents, and the general improvement of the learning environment.

3. The general descriptive characteristics were reflective of community factors: students new to the school system, student transfers to and from the school, very limited resources for preschool services, and the pattern of student attendance. While the pupil-teacher ratio was reduced over the previous year, it remained higher than the system average (28.2 for school, 22.9 for system).

Basal Progress

4. The kindergarten basal reading readiness progress was reported for 35 students, and included the fall screening of the Ready Steps Language Survey and the percentage of students who completed and mastered Getting Ready To Read under the Pupil Progression Policy.

5. Only 37 percent of the kindergarten class had previous preschool experience. For the initial screening of the ten Ready Steps skills, the percentage of mastery ranged from 53 to 91 percent for the school, and from 48 to 96 percent for system students.

6. School and system kindergarten students performed well for beginning sounds of words, following oral directions, categorizing pictured objects, and matching lower-case and upper-case letters. West Atlanta's and system's students encountered difficulty for using pictures to place events in proper sequence and recalling details after listening to a story. Only 59 percent of system students were able to understand instructional language commonly used in kindergarten.

7. Under the Pupil Progression Policy for kindergarten students in 1986-87, 77 percent of the students successfully completed and mastered the reading readiness basal, Getting Ready To Read. The remaining 8 of the 35 students ended the year at various stages of prereadiness for the formal reading program.

8. The report of basal progress summarized data for 203 students in grades 1 through 7. The indices of progress were the Tests of Basic Reading Skills for reading and the Unit Test for mathematics. Basal progress was reported in terms of the average amount of basal material completed and the percentage of students completing the expected number of reading magazines and mathematics chapters during the year.

9. The summary report of basal progress revealed the following performance by grade level:

   -- Grade 1 students completed on an average about 5 of the 9 magazines. However, only 5 percent of the students completed the 9 magazines. Students completed 10 of the 13 mathematics chapters, and 41 percent completed the 13 chapters.

   -- For grade 2, 68 percent completed the 6 reading magazines, and 49 percent completed the 13 mathematics chapters.

   -- For grade 3, 33 percent completed the 6 reading magazines, and 23 percent completed the 13 mathematics chapters.

   -- For grade 4, 70 percent completed the 4 reading magazines, and 49 percent completed the 13 mathematics chapters.

   -- Virtually all of the grade 5 students (92 percent) completed the 4 reading magazines, and 63 percent completed the 13 mathematics chapters.

   -- Grade 6 had 74 percent of the students who completed the 4 reading magazines, and 74 percent completed the 13 mathematics chapters.

   -- For grade 7, 73 percent of the students completed the 4 reading magazines, and 80 percent completed the 14 mathematics chapters.

10. While students completed the major portion of the reading and mathematics basal materials, students at grades 2, 4, 5, 6, and 7 had 50 percent or more students completing the designated number of reading magazines; and only students at grades 5, 6, and 7 had 50 percent or more students completing the designated number of mathematics chapters for the grade level. For system students, all grades except first met the basal expectation for reading, and all grades except 4, 5, and 7 met the basal expectation for mathematics.

California Achievement Tests (CAT)
and Iowa Tests of Basic Skills (ITBS)

11. Kindergarten students were administered the 1985 edition of the California Achievement Tests (CAT). The 1986 student performance reflected 81 percent above the national norm for reading and 78 percent for mathematics. In 1987, student performance improved to 88 percent scoring above the national norm for reading and 87 percent for mathematics.

12. Results from the Iowa Tests of Basic Skills (ITBS) provided the base-line data for systemwide student achievement in 1985-86. In keeping with the systemwide achievement goal, each school is projected to have 50 percent or more students scoring at the national norm level by 1989.

13. In the 1986 comparison with other elementary schools with grades 1 through 7, West Atlanta reported a greater percentage of students with scores at or above the national norm for reading (61 percent) and mathematics (59 percent). In 1987, student performance was maintained at 61 percent at or above the national norm for reading, and mathematics performance increased from 59 to 73 percent at or above the national norm. For students who remained at the school for two consecutive years, greater achievement gains occurred for mathematics than for reading.

14. Students in grades 2, 4, and 7 at West Atlanta were administered the ITBS as a requirement of the Georgia Department of Education, and included social studies and science. Based on the median percentile scores, students at grades 2, 4, and 7 at the school, system, and state scored at or above the national norm for social studies and science.

Project and Non-Project Results — Matched

15. In 1986, students served in the Chapter I Compensatory Education Program in grades 1 through 3 averaged normal curve equivalent (NCE) scores at national norm for reading and mathematics. The 1987 matched scores for students served in Chapter I for two years showed a mean NCE score of 47 for reading and 54 for mathematics. System students averaged a NCE score of 43 for reading and 51 for mathematics.

Georgia Criterion-Referenced Tests (GCRT)

16. The school administered the Georgia Criterion-Referenced Tests (GCRT) at grades 1, 3, and 6. The reading objectives were clustered into skill areas of concepts, literal comprehension, inferential comprehension, and problem solving. The mathematics skill areas were concept identification, component operations, and problem solving.

17. First grade students continued the trend of performance in which the mean scale scores were comparable to the system and state, and students performed well for most of the GCRT objectives. School and system students experienced difficulty with the literal comprehension objective for main idea, details, sequence of events, and cause-and-effect relationships; and for determining amounts of money.

18. Effective the 1985-86 school year, the third grade GCRT was a state promotional test for students covered under the policy. The 1986 report of first-time examinees for West Atlanta showed that 82 percent of the third grade students passed reading, and 70 percent passed mathematics. Retesting and summer remedial services were provided for 9 students who did not pass reading and 15 students who did not pass mathematics at the first examination. In 1987, there was a decrease in the percentage of students passing the GCRT at the first examination. Sixty-two percent passed reading and 61 percent passed mathematics. More than one-half of the students needed additional instruction for reading objectives nos. 1, 3, 4, and 5. These reading objectives were main idea, details, sequence of events, and cause-and-effect relationships; semantic relations, classification of words. Students needed additional instruction for 7 of the 12 mathematics objectives for concept identification and component operations.

19. The second year of administration of the sixth grade GCRT in 1986 sustained the level of performance from the previous year. However, performance decreased in 1987 from a scale score of 200 to 196 for reading and from 212 to 204 for mathematics. Students encountered difficulty with the interpretation of instructions, and the inferential comprehension skills for main idea, sequencing, and for recognizing relevance of data.

20. Sixth grade students at the school, system, and state encountered difficulties with the GCRT mathematics problem-solving objectives for selecting appropriate operations for a given problem situation and estimating results.

Progression Policy Results

21. The 1986 progression minimum skills end-of-year report summarized the percentage of students mastering the reading and mathematics skills in grades kindergarten through 7. Generally, 90 percent or more students in grades 2 through 7 mastered the reading and mathematics skills.

22. Kindergarten students performed well for reading, but about 20 percent of the students were not successful for set-numeral correspondence, and for recognizing the passage of time by indicating which of three events takes longer to occur.

23. The percentage of mastery for first grade students ranged from 69 to 97 percent for reading and from 72 to 100 percent for mathematics. Students had lowest performance for two-letter blends, inflectional endings, compound words, identifying important details, and drawing conclusions. For mathematics, students encountered difficulty for telling time to the half hour, and for adding and subtracting numbers with sums through 12.

24. The progression status report for 1986-87 showed the number and percentage of students who were promoted, administratively placed, and retained in grades kindergarten through 7.

25. Systemwide, the rate of promotion was highest at the fifth grade, followed by second and fourth grades. The first grade continued to show the highest level of grade retention for the school and system. There were state and system promotional requirements at grade 3, and the second highest level of grade retention at the school and system occurred for third graders. For the first year of inclusion in the Pupil Progression Policy, kindergarten students had a retention rate of 21 percent at the school and 12 percent for the system.

26. Of 237 students under the Pupil Progression Policy in grades kindergarten through 7, 81 percent were promoted, 6 percent were administratively placed, and 13 percent were retained.

CONCLUSIONS

The general descriptive characteristics for the school reflected fluctuating school factors such as student enrollment, mobility, and student attendance. For the past four years, the pupil-teacher ratio remained higher than the systemwide average for elementary schools.

Virtually all of the first grade students had previous kindergarten experience, and the percentage of students entering kindergarten with no formal preschool experience decreased from 70 to 63 percent. Under the Pupil Progression Policy for the first year, 79 percent of the kindergarten students were promoted and 21 percent were retained.

Third grade students who had to meet local and state requirements for promotion had approximately 62 percent of the class to meet the promotional requirements at the first examination.

The performance of students on achievement indicators such as basal progress, tests results, and progression requirements was sufficient to allow for the grade promotion of 81 percent of the students, administrative placement of 6 percent, and grade retention for 13 percent of the students in grades kindergarten through 7.

RECOMMENDATIONS

The 1985-86 student achievement results provided the base-line data for the systemwide goal of achieving and maintaining a level of performance consistent with grade-level expectations and the national achievement norms. The performance of students in grades 1 through 7 was above the national norm in 1986 and the achievement level was maintained above the national norm in 1987 (Reading 61 percent, Mathematics 73 percent).

Even though the school was above the national norm as measured by the ITBS, attention also needs to be focused on the student performance indicators mandated under the state and local Pupil Progression Policies for those grade levels with a high rate of grade retention: kindergarten, 21 percent; first grade, 25 percent; third grade, 23 percent; and fourth grade, 11 percent.

Division of Curriculum and Research Services
Department of Research and Evaluation
September 21, 1987

1986-87
DATA DESCRIPTION SHEET
FOR ELEMENTARY SCHOOLS

General Descriptive Characteristics

The data in this report provide an overview of enrollment and staff/school factors.

Kindergarten Ready Steps Screening Results

All students are screened upon entry into kindergarten using the Ready Steps Language Survey. This instrument is an individually administered series of tasks designed to diagnose student proficiency in ten essential reading readiness skill areas. Mastery of these same ten skills also represents partial fulfillment of the kindergarten pupil progression requirements in reading.

Kindergarten Basal Readiness Progress

A goal of the kindergarten program is that students will complete and successfully master the readiness level of the Houghton Mifflin Series, Getting Ready to Read. The data reported reveal the progress of students by the end of the school year.

Summary Report of Basal Progress (Reading and Mathematics)

The data in the basal progress reports are based on the number of basal reading magazines and mathematics chapters reported as completed during the year. The expected number of magazines/chapters per grade are based on the publisher's recommendation for the amount of material to be covered on grade level in one year.

Norm-Referenced Test Data

Unmatched data reflect the test performance of students enrolled at the school and having available test scores at the end of the school year. Matched test data reflect longitudinal test performance for students enrolled at the school and having available test scores for both 1986 and 1987. The following terms are used to report performance:

National Norm - A score which corresponds to the 50th percentile in the national norming sample.

Median Percentile - One-half of the students scored above this score and one-half scored below this score.

Mean G.E. - This score is the average of the grade equivalent (GE) scores reported for students.

Normal Curve Equivalent (NCE) - An equal interval scale that extends from 1 to 99 and has a mean of 50.

California Achievement Tests (CAT) - Unmatched

The CAT was a requirement of the state testing program for all kindergarten students.

Iowa Tests of Basic Skills (ITBS) - Unmatched and Matched

The complete battery of the ITBS is administered to grades 1 through 7. In addition, the science and social studies tests are administered to grades 2, 4, and 7 as a requirement of the state testing program.

Project and Non-Project Results - Matched

Project test data reflect the reading and mathematics performance of students who participated in compensatory programs, such as Chapter I/II and the Remedial Education Program (REP), or special programs, such as the Computer Curriculum Corporation (CCC) labs. Non-project test data reflect the performance of students who did not participate in the identified project(s). Only students having available scores for both 1986 and 1987 are included in the analysis.

Georgia Criterion-Referenced Tests (GCRT)

The criterion-referenced tests measure mastery of state-identified objectives for grades 1, 3, and 6. Results are reported in terms of student mastery or students needing additional instruction, mean scale scores, and the percentage of students passing (third grade only). Third graders statewide were required to achieve a scale score of 182 in reading and 184 in mathematics in order to be eligible for promotion.

Progression Policy Results

The progression policy for grades K-7 determines promotion or non-promotion. The mastery of specified minimum skills in reading and mathematics and the completion of a specified level of the basal reader are required for promotion. In addition, third graders were required to pass the GCRT.

09/02/87

WEST ATLANTA ELEMENTARY

GENERAL DESCRIPTIVE CHARACTERISTICS

GRADES (K-7)

ACTIVE ENROLLMENT (END OF YEAR)

	1982-83	1983-84	1984-85	1985-86	1986-87	DIFFERENCE 2 YEARS	PER CENT	5 YEARS	PER CENT
SCHOOL	287	308	343	368	310	-58	-15.8	23	8.0
ALL ELEM	36,561	36,287	36,471	37,967	37,940	-27	-0.0	1,379	3.8

STAFF/SCHOOL FACTORS (END OF YEAR)

	SCHOOL NUMBER	SCHOOL PER CENT	SYSTEM NUMBER	SYSTEM PER CENT
NUMBER/PER CENT OF TEACHERS:				
LOAD REQUIRED	11.0	37	1654.0	72
LOAD EXEMPT	18.9	63	640.2	28
TOTAL	29.9	100	2294.2	100
NUMBER/PER CENT OF PROJECT PARTICIPANTS:				
COMPENSATORY READING	25	8	5542	15
COMPENSATORY MATH	29	9	4850	13
K-GARTEN - APS DAY CARE	0	0	877	15
K-GARTEN - NON-APS DAY CARE	11	37	2430	41
K-GARTEN - NO DAY CARE TO 6 MOS. DAY CARE	19	63	2652	45
FIRST GRADE - APS K-GARTEN	39	87	5801	89
FIRST GRADE - NON-APS K-GARTEN	4	9	627	10
FIRST GRADE - NO K-GARTEN	2	4	123	2
PUPIL-TEACHER RATIO	28.2		22.9	
NUMBER/PER CENT OF PUPILS NEW TO APS	30	10	3840	10
NUMBER/PER CENT OF PUPILS NEW TO SCHOOL	86	28	10469	28
MOBILITY INDEX:				
1984-85	.29		.29	
1985-86	.26		.30	
1986-87	.35		.30	
PER CENT PUPIL ATTENDANCE:				
1984-85		93.0		94.9
1985-86		92.7		95.1
1986-87		91.4		94.7
PER CENT CERTIFIED STAFF ATTENDANCE:				
1984-85		92.0		93.3
1985-86		91.5		94.0
1986-87		95.2		94.9

8/17/87

WEST ATLANTA ELEMENTARY

READY STEPS LANGUAGE SURVEY
KINDERGARTEN SCREENING RESULTS
FALL 1986

	PERCENT OF STUDENTS MASTERING EACH SKILL										AVERAGE NUMBER SKILLS MASTERED 1-10	N
	1	2	3	4	5	6	7	8	9	10		-
SCHOOL	85	91	59	76	65	56	53	82	79	91	7	34
SYSTEM	86	96	64	88	59	67	48	84	78	88	8	5,856
DIFF	-1	-5	-5	-12	6	-11	5	-2	1	3	-1	

8/14/87

WEST ATLANTA ELEMENTARY

SUMMARY REPORT OF KINDERGARTEN BASAL PROGRESS
READING READINESS
1986-87

	PREREADINESS		GETTING READY TO READ ONLY						TOTAL N
			NOT COMPLETED		COMPLETED				
					NOT MASTERED		MASTERED		
	N	PERCENT	N	PERCENT	N	PERCENT	N	PERCENT	
SCHOOL			8	23			27	77	35
SYSTEM	560	10	496	8	346	6	4,475	76	5,877

7/08/87
WEST ATLANTA ELEMENTARY

Summary Report Of Basal Progress
Reading
1986-87

Grade		Magazines: Number Per Grade	Magazines: Average Number Completed	Magazines: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	9	5.0	56	5	41
	System	9	6.3	70	24	6469
02	School	6	6.1	102	68	37
	System	6	5.6	93	68	5635
03	School	6	3.7	62	33	30
	System	6	5.1	85	50	5233
04	School	4	4.2	105	70	37
	System	4	4.1	103	77	4974
05	School	4	4.9	123	92	24
	System	4	4.0	100	78	4508
06	School	4	4.7	118	74	19
	System	4	4.0	100	82	2199
07	School	4	4.5	113	73	15
	System	4	3.8	95	77	1622

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WEST ATLANTA ELEMENTARY

Summary Report Of Basal Progress
Mathematics
1986-87

Grade		Chapters: Number Per Grade	Chapters: Average Number Completed	Chapters: Percent Completed	Percent Of Pupils Meeting Expectation	Total Students
01	School	13	10.1	78	41	41
	System	13	11.7	90	61	6894
02	School	13	11.5	88	49	37
	System	13	12.0	92	63	5770
03	School	13	7.6	58	23	30
	System	13	11.5	89	51	5265
04	School	13	11.3	87	49	37
	System	13	11.1	85	43	4974
05	School	13	12.5	96	63	24
	System	13	11.0	85	43	4514
06	School	13	11.7	90	74	19
	System	13	11.6	89	50	2202
07	School	14	13.1	94	80	15
	System	14	11.5	82	39	1625

West Atlanta Elementary School

August 20, 1987

CALIFORNIA ACHIEVEMENT TESTS - UNMATCHED
(KINDERGARTEN ONLY)

	Number Tested		National Norm	Percent Above National Norm				Composite Mean Scale Score	
				Reading		Mathematics			
	1986	1987		1986	1987	1986	1987	1986	1987
School	37	33	50	29	88	47	87	--	545
System	6,069	5,939	50	58	68	76	78	--	532

Iowa Tests Of Basic Skills - Unmatched

Reading

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		53	34	50	75	68	-7
02		40	37	50	63	70	7
03		51	35	50	59	40	-19
04		30	31	50	63	52	-11
05		27	26	50	59	50	-9
06		14	20	50	50	75	25
07		36	12	50	42	92	50
	School Total	251	195	50	61	61	0
	Elem. 1-5 Schools	12,767	13,349	50	46	53	7
	Elem. 1-7 Schools	16,604	16,743	50	36	45	9

Mathematics

Grade		Number Tested 1986	Number Tested 1987	National Norm	Percent At/Above National Norm 1986	Percent At/Above National Norm 1987	Diff
01		53	34	50	75	82	7
02		39	36	50	72	97	25
03		51	35	50	51	40	-11
04		30	31	50	43	58	15
05		26	26	50	62	69	7
06		14	20	50	93	85	-8
07		36	12	50	31	92	61
	School Total	249	194	50	59	73	14
	Elem. 1-5 Schools	12,738	13,306	50	58	65	7
	Elem. 1-7 Schools	16,549	16,701	50	46	56	10

09/22/87

WEST ATLANTA ELEMENTARY

IOWA TESTS OF BASIC SKILLS - MATCHED
PERCENT OF STUDENTS AT OR ABOVE NATIONAL NORM AND MEAN GRADE EQUIVALENT SCORES
(ONLY PUPILS WHO ATTENDED THE SCHOOL FROM SPRING 1986 THROUGH SPRING 1987)

GRADE	TYPE SCORE	NATIONAL NORM	TOTAL READING N	1986	1987	DIFF	TOTAL MATH N	1986	1987	DIFF
02	PERCENT	50	33	76	73	-3	32	72	100	28
	MEAN GE	2.7		2.6	3.3	0.7		2.7	4.1	1.4
03	PERCENT	50	27	52	41	-11	26	65	42	-23
	MEAN GE	3.7		3.1	3.5	0.4		3.3	3.6	0.3
04	PERCENT	50	33	58	48	-10	33	48	55	7
	MEAN GE	4.7		3.8	4.5	0.7		3.6	5.7	2.1
05	PERCENT	50	24	67	50	-17	23	39	74	35
	MEAN GE	5.7		5.1	5.8	0.7		4.8	6.3	1.5
06	PERCENT	50	16	63	75	12	16	56	88	32
	MEAN GE	6.7		5.8	7.2	1.4		5.9	7.5	1.6
07	PERCENT	50	12	50	83	33	12	83	100	17
	MEAN GE	7.7		6.8	9.1	2.3		7.7	8.4	0.7
SCHOOL TOTAL										
	PERCENT	50	145	62	59	-3	142	59	73	14
	MEAN GE			3.8	4.4	0.6		3.6	4.8	1.2
ELEM SCHOOL K - 5										
	PERCENT	50	15,470	44	49	5	15,391	57	60	3
	MEAN GE			3.1	4.2	1.1		3.4	4.4	1.0
ELEM SCHOOL K - 7										
	PERCENT	50	18,586	43	48	5	18,501	55	59	4
	MEAN GE			3.6	4.6	1.0		3.8	4.8	1.0

IOWA TESTS OF BASIC SKILLS
STATE-MANDATED NORM-REFERENCED TESTING
1986-87

August 20, 1987

West Atlanta Elementary

SOCIAL STUDIES

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	68	78	91	2.7	3.5	4.2	5.6
04	64	50	61	62	72	4.7	5.3	5.3	6.0
07	52	50	54	50	85	7.7	7.9	7.6	10.3

SCIENCE

Grade	Tested	Median Percentile				Mean GE			
		National Norm	State	System	School	National Norm	State	System	School
02	73	50	57	62	74	2.7	3.0	3.2	3.8
04	64	50	66	62	70	4.7	5.6	5.4	5.9
07	52	50	60	52	72	7.7	8.5	7.8	9.6

09/22/87

WEST ATLANTA ELEMENTARY

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
READING TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. READING	SCHOOL	1986			7	63	6	41	11	46							24	50
		1987				62		30		46								47
		GAIN				-1		-11										-3
	TOTAL ELEM	1986	638	28	1307	33	1045	33	516	35	256	32	45	31	12	49	3819	32
		1987		50		44		41		42		39		39		48		43
		GAIN		22		11		8		7		7		8		-1		11
NO READING PROJECT	SCHOOL	1986	11	49	26	70	24	51	21	54	25	48	18	46	10	51	135	54
		1987		58		60		43		47		47		51		65		52
		GAIN		9		-10		-8		-7		-1		5		14		-2
	TOTAL ELEM	1986	340	33	3645	54	3471	55	3641	47	3537	47	1890	43	1399	46	17923	49
		1987		50		58		51		51		48		47		50		51
		GAIN		17		4		-4		4		1		4		4		2

09/22/87

WEST ATLANTA ELEMENTARY

PROJECT AND NON-PROJECT RESULTS

ITBS/TAP SCORES
MATH TOTAL

PROJECT	GROUP	YEAR	GRADES 1 N	1 NCE	2 N	2 NCE	3 N	3 NCE	4 N	4 NCE	5 N	5 NCE	6 N	6 NCE	7 N	7 NCE	TOTAL N	TOTAL NCE
COMP. MATH	SCHOOL	1986			9	45	9	44	9	38							27	43
		1987				82		30		51								54
		GAIN				37		-14		13								11
	TOTAL ELEM	1986	632	27	1268	40	965	36	534	31	236	29	37	34	23	45	3695	34
		1987		59		59		43		43		36		43		45		51
		GAIN		32		19		7		12		7		9				17
NO MATH PROJECT	SCHOOL	1986	11	54	23	77	19	59	23	55	24	43	18	50	10	66	128	57
		1987		69		88		43		63		56		57		62		63
		GAIN		15		11		-16		8		13		7		-4		6
	TOTAL ELEM	1986	343	40	3622	64	3524	66	3591	50	3546	50	1898	46	1384	48	17908	55
		1987		60		70		53		55		50		48		53		56
		GAIN		20		6		-13		5				2		5		1

09/11/87
WEST ATLANTA ELEMENTARY

GEORGIA CRITERION-REFERENCED TESTS (FIRST GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPTS FOR READING			LITERAL COMPREHENSION			INFERENTIAL COMPREHENSION				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	
SCHOOL	1986	53	89	85	79	72	91	79	66	92	83	87	219
	1987	36	81	69	72	47	81	69	86	75	72	69	209
SYSTEM	1987	6662	79	65	68	61	78	81	81	82	64	70	211
STATE	1987	94106	84	76	75	59	77	85	80	81	60	69	212
DIFF. SCHOOL	86-87		-8	-16	-7	-25	-10	-10	20	-17	-11	-18	-10
DIFF. SCHOOL-SYSTEM (1987)			2	4	4	-14	3	-12	5	-7	8	-1	-2
DIFF. SCHOOL-STATE (1987)			-3	-7	-3	-12	4	-16	6	-6	12	0	-3

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION							COMPONENT OPERATIONS				PROBLEM SOLVING				MEAN SCALE SCORE
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	
SCHOOL	1986	53	91	94	81	92	91	91	74	96	92	87	85	89	79	77	89	219
	1987	36	86	81	83	78	78	89	61	72	78	72	81	64	89	69	75	206
SYSTEM	1987	6661	87	88	71	80	78	93	68	77	82	81	84	85	93	77	83	211
STATE	1987	94104	90	91	79	81	80	94	68	71	84	81	85	91	95	82	82	213
DIFF. SCHOOL	86-87		-5	-13	2	-14	-13	-2	-13	-24	-14	-15	-4	-25	10	-8	-14	-13
DIFF. SCHOOL-SYSTEM (1987)			-1	-7	12	-2	0	-4	-7	-5	-4	-9	-3	-21	-4	-8	-8	-5
DIFF. SCHOOL-STATE (1987)			-4	-10	4	-3	-2	-5	-7	1	-6	-9	-4	-27	-6	-13	-7	-7

09/11/87
WEST ATLANTA ELEMENTARY

GEORGIA CRITERION-REFERENCED TESTS (THIRD GRADE)
READING
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	LITERAL COMPREHENSION		INFERENTIAL COMPREHENSION			PROBLEM SOLVING			MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8		
SCHOOL	1986	50	48	32	64	38	56	20	34	30	201	82
	1987	37	57	43	57	51	24	27	57	32	191	62
SYSTEM	1987	4850	32	10	37	30	10	14	21	8	208	90
STATE	1987	77529	22	7	25	24	7	10	16	5	214	94
DIFF. 86-87 SCHOOL			9	11	-7	13	-32	7	23	2	-10	-20
DIFF. SCHOOL-SYSTEM (1987)			25	33	20	21	14	13	36	24	-17	-28
DIFF. SCHOOL-STATE (1987)			35	36	32	27	17	17	41	27	-23	-32

MATHEMATICS
PERCENT OF STUDENTS NEEDING ADDITIONAL INSTRUCTION

CATEGORY		N	CONCEPT IDENTIFICATION				COMPONENT OPERATIONS			PROBLEM SOLVING					MEAN SCALE SCORE	% PASS
			1	2	3	4	5	6	7	8	9	10	11	12		
SCHOOL	1986	50	56	34	38	28	30	60	60	52	56	28	46	30	196	70
	1987	36	42	53	86	56	56	56	72	31	22	47	22	56	187	61
SYSTEM	1987	4848	25	37	59	31	43	45	42	17	20	23	12	20	205	86
STATE	1987	77542	17	30	53	26	40	36	32	17	14	19	9	16	210	92
DIFF. 86-87 SCHOOL			-14	19	48	28	26	-4	12	-21	-34	19	-24	26	-9	-9
DIFF. SCHOOL-SYSTEM (1987)			17	16	27	25	13	11	30	14	2	24	10	36	-18	-25
DIFF. SCHOOL-STATE (1987)			25	23	33	30	16	20	40	14	8	28	13	40	-23	-31

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WEST ATLANTA ELEMENTARY

GEORGIA CRITERION-REFERENCED TESTS (SIXTH GRADE)
READING
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	LITERAL COMPREHENSION 1	2	3	INFERENTIAL COMPREHENSION 4	5	6	7	PROBLEM SOLVING 8	9	10	11	MEAN SCALE SCORE
SCHOOL	1986	14	79	64	71	71	93	86	64	64	57	93	86	200
	1987	21	52	57	14	48	76	67	76	57	62	57	38	196
SYSTEM	1987	4374	73	67	48	39	72	75	68	66	55	72	58	200
STATE	1987	75905	83	77	67	54	81	84	78	76	68	81	73	207
DIFF. SCHOOL	86-87		-27	-7	-7	27	-17	-19	12	-7	5	-36	-48	-4
DIFF. SCHOOL-SYSTEM (1987)			-20	-10	-31	9	4	-8	8	-9	7	-15	-20	-4
DIFF. SCHOOL-STATE (1987)			-31	-20	-43	-6	-5	-17	-2	-19	-6	-24	-35	-11

MATHEMATICS
PERCENT OF STUDENTS ACHIEVING EACH OBJECTIVE

CATEGORY		N	CONCEPT IDENTIFICATION 1	2	3	4	COMPONENT OPERATIONS 5	6	7	PROBLEM SOLVING 8	9	10	11	12	MEAN SCALE SCORE
SCHOOL	1986	14	100	93	86	93	100	100	93	93	93	93	79	93	212
	1987	21	90	90	95	86	81	71	71	14	24	90	95	71	204
SYSTEM	1987	4379	62	76	88	58	57	63	54	61	48	68	73	43	200
STATE	1987	75940	70	80	92	64	75	72	67	74	60	77	84	61	208
DIFF. SCHOOL	86-87		-10	-3	9	-7	-19	-29	-22	-79	-69	-3	16	-22	-8
DIFF. SCHOOL-SYSTEM (1987)			28	15	7	28	24	8	17	-47	-24	22	22	28	4
DIFF. SCHOOL-STATE (1987)			20	10	3	22	6	-1	4	-60	-36	13	11	10	-2

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WEST ATLANTA ELEMENTARY

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
READING

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	100	100	94	97	83	86	80	97	91	91										9	35
	SYSTEM	97	99	93	98	92	92	89	96	95	98										9	5,992
	DIFF	3	1	1	-1	-9	-6	-9	1	-4	-7										0	
01	SCHOOL	80	69	69	71	83	71	74	80	71	80	86	83	83	97	94					12	35
	SYSTEM	92	85	84	89	82	84	83	81	82	89	84	87	90	95	94					13	6,755
	DIFF	-12	-16	-15	-18	1	-13	-9	-1	-11	-9	2	-4	-7	2	0					-1	
02	SCHOOL	89	94	89	94	94	92	89	92	89	89	92	89	86	94	92					14	36
	SYSTEM	89	94	88	88	88	88	86	89	91	87	88	90	93	93	94					13	5,642
	DIFF	0	0	1	6	6	4	3	3	-2	2	4	-1	-7	1	-2					1	
03	SCHOOL	100	85	85	95	95	90	90	90	95	90	90	80	90	90	80	80	75			15	20
	SYSTEM	90	88	90	88	89	89	86	87	93	91	87	89	86	91	87	93	93			15	5,128
	DIFF	10	-3	-5	7	6	1	4	3	2	-1	3	-9	4	-1	-7	-13	-18			0	
04	SCHOOL	94	91	91	94	91	97	86	89	83	89	89	94	91	89	83					14	35
	SYSTEM	93	93	92	93	92	93	90	92	92	92	92	92	93	92	94					14	4,854
	DIFF	1	-2	-1	1	-1	4	-4	-3	-9	-3	-3	2	-2	-3	-11					0	
05	SCHOOL	100	100	100	100	100	100	100	100	96	96	100	96	100	100	87	100	100	91	96	19	23
	SYSTEM	94	94	94	93	94	94	94	93	94	94	93	94	93	93	92	93	93	94	94	18	4,382
	DIFF	6	6	6	7	6	6	6	7	2	2	7	2	7	7	-5	7	7	-3	2	1	
06	SCHOOL	94	94	100	100	100	100	94	100	94	100	100	100	94	100	100	100	100	100		18	17
	SYSTEM	95	94	95	93	93	92	94	93	94	92	94	93	91	93	94	93	91	93		17	4,387
	DIFF	-1	0	5	7	7	8	0	7	0	8	6	7	3	7	6	7	9	7		1	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100						14	15
	SYSTEM	93	93	93	93	92	92	92	93	91	92	92	92	92	92						13	3,463
	DIFF	7	7	7	7	8	8	8	7	9	8	8	8	8	8						1	

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WEST ATLANTA ELEMENTARY

PROGRESSION MINIMUM SKILLS
END OF YEAR 1986-87
MATHEMATICS

PERCENT OF STUDENTS MASTERING EACH SKILL

GRADE		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	AVERAGE NUMBER SKILLS MASTERED	N
K	SCHOOL	97	97	94	97	97	94	77	77	77	97	77									10	35
	SYSTEM	98	95	94	94	94	95	94	93	92	96	87									10	5,905
	DIFF	-1	2	0	3	3	-1	-17	-16	-15	1	-10									0	
01	SCHOOL	100	97	92	83	86	78	78	75	72	83	72	86								10	36
	SYSTEM	98	98	96	93	92	91	87	88	88	90	90	91								11	6,772
	DIFF	2	-1	-4	-10	-6	-13	-9	-13	-16	-7	-18	-5								-1	
02	SCHOOL	95	95	86	89	86	89	95	92	86	92	95	92	86	95	89					14	37
	SYSTEM	97	96	93	93	91	92	93	95	92	96	95	95	93	92	90					14	5,655
	DIFF	-2	-1	-7	-4	-5	-3	2	-3	-6	-4	0	-3	-7	3	-1					0	
03	SCHOOL	95	100	91	95	91	82	91	91	82	86	91	86	86	77	77	77	68			15	22
	SYSTEM	94	94	91	93	89	89	88	89	92	90	88	89	90	90	89	88	88			15	5,138
	DIFF	1	6	0	2	2	-7	3	2	-10	-4	3	-3	-4	-13	-12	-11	-20			0	
04	SCHOOL	94	94	94	100	92	97	92	92	92	86	81	86	83	86	83	81				14	36
	SYSTEM	94	92	95	93	91	90	92	93	91	92	89	91	92	91	90	88				15	4,860
	DIFF	0	2	-1	7	1	7	0	-1	1	-6	-8	-5	-9	-5	-7	-7				-1	
05	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	96	96	91			17	23
	SYSTEM	94	94	93	92	93	92	92	90	91	93	89	91	91	89	90	87	87			15	4,389
	DIFF	6	6	7	8	7	8	8	10	9	7	11	9	9	11	6	9	4			2	
06	SCHOOL	88	94	94	100	100	100	94	100	100	100	100	100	100	100	100	88	100			17	17
	SYSTEM	94	89	91	90	91	89	87	90	88	89	87	89	87	87	85	84	84			15	4,396
	DIFF	-6	5	3	10	9	11	7	10	12	11	13	11	13	13	15	4	16			2	
07	SCHOOL	100	100	100	100	100	100	100	100	100	100	100	100	100	100	93	100	100			19	14
	SYSTEM	94	92	94	92	92	91	91	92	90	91	91	91	92	91	91	90	88			16	3,418
	DIFF	6	8	6	8	8	9	9	8	10	9	9	9	8	9	2	10	12			3	

7/08/87 WEST ATLANTA ELEMENTARY

1986-87 Progression Status Report

Grades K - 7

Grade		Promoted N	Promoted Percent	Admin. Placed N	Admin. Placed Percent	Retained N	Retained Percent	Total N
K	School	27	79.4		.0	7	20.6	34
	System	5,256	86.9	91	1.5	703	11.6	6,050
01	School	27	67.5	3	7.5	10	25.0	40
	System	5,471	80.2	260	3.8	1,093	16.0	6,824
02	School	32	86.5	3	8.1	2	5.4	37
	System	4,773	84.7	309	5.5	550	9.8	5,632
03	School	21	67.7	3	9.7	7	22.6	31
	System	4,239	80.9	268	5.1	734	14.0	5,241
04	School	28	75.7	5	13.5	4	10.8	37
	System	4,379	89.0	277	5.6	263	5.3	4,919
05	School	24	100.0		.0		.0	24
	System	4,136	92.2	220	4.9	129	2.9	4,485
06	School	18	94.7	1	5.3		.0	19
	System	3,801	84.7	258	5.7	430	9.6	4,489
07	School	15	100.0		.0		.0	15
	System	3,284	89.8	186	5.1	188	5.1	3,658